

Part one: Programme Specification

Course record information

Name and level of final award:	MA Applied Sound for Interactive Media. This degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Postgraduate Certificate
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Harrow Campus
Language of delivery and assessment:	English
Course/programme leader:	Savraj Matharu
Course URL:	http://www.westminster.ac.uk/courses/subjects/music/postgraduate-courses/full-time/p09fpasm-applied-sound-for-interactive-media-ma
Mode and length of study:	1 yr full-time 2 yrs part-time
University of Westminster course code:	TBC
JACS code:	TBC
UCAS code:	TBC
QAA subject benchmarking group:	There are no subject benchmark statements for Master's degrees in Applied Sound for Interactive Media.
Professional body accreditation:	N/A
Date of course validation/review:	Subject to validation
Date of programme specification:	2013/14

Admissions requirements

Applications are considered on the basis of either a combination of formal qualifications and experience, or significant industry experience applying sound to interactive media and/ or working in new media industries. Applicants should be able to demonstrate ability through portfolio of work(s).

Applicants should have a minimum of an Upper Second Class undergraduate degree.

Applicants with a degree from non-related discipline may be considered through demonstration of portfolio.

Applicants with a lower class degree or without a degree will be actively considered. These applicants will be assessed on their professional experience and on evidence of significant achievement in the subject area.

All applicants should be able to demonstrate practical work in the field through a portfolio of related production work.

Accreditation of Prior Learning (APL)

The University operates a system of awarding credit for prior learning, either certified (APCL) or experiential (APEL), which may contribute up to a maximum of 50% of the credits required for an award. If students think their prior experiential learning (e.g. work experience) or certified learning (e.g. other study they may have undertaken) may qualify them for accreditation and thereby exemption from one or more modules they should contact their Course Leader.

In respect of certified prior learning, the student will be required to submit specific evidence (such as original transcripts and syllabuses) which will be considered by the Course Leader, or their nominee.

In respect of prior experiential learning the Course Leader will either allocate the student with a Mentor, or will perform this role themselves. The Mentor will assist the student in making their claim and will then pass it, together with their assessment of it, to a second assessor who will be a member of the Course Team, for an independent assessment. Once the second assessment has been made, the assessors make a joint agreed report to the AP(E)L Assessment Board. The Board normally comprises of the Course Leader, Chair of the Subject Board and one other member of the Course Team drawn from within the School and meets in each semester. It is the Board, which makes the final assessment of what credit, if any, should be awarded to the student in respect of prior experiential learning.

Any credit awarded for prior certified or experiential learning will be notified to the Conferment Board. Until a student who has applied for APCL/APEL has been formally advised of the outcome of their application for credit, they should register for and participate in their normal module load, including any modules for which they are seeking credit. For further details, please refer to the full regulations governing APL, which appear in Section 4 of the Handbook of Academic Regulations.

Aims of the course

This exciting new course is designed to fully reflect the needs of contemporary media industries, enhancing the relationship between sound, interactivity and art. Through the creative application and effective integration of sound in new media formats and interactive multimedia, successful graduates will be able to address and adapt to the changing needs of this sector in order to secure a leadership position in this vibrant industry sector.

This multidisciplinary course prepares students to work in the games industry as sound designers, Foley artists, SFX, sound design for interactive multimedia. These include mobile apps, mainstream games, interactive installation, sonic arts and composition, with an emphasis on core creative skills. The course also prepares and enhances the student's ability in producing interactive media and sound production workflows, supported by a robust understanding of the technologies and theories involved.

- Provide the opportunity for students at postgraduate level to articulate creative ideas using

relevant sound production processes and related interactive technologies.

- Develop specialist knowledge and ability within applied sound and interactive production as a foundation for future professional practice.
- Provide a forum for the exploration of converging technologies and the changing function and meaning of sound within the creative industries and interactive environments.
- Develop specialist knowledge of the entrepreneurial character of related media industries and the challenges of operating within it, both independently or as the part of larger and smaller business structures.
- Provide the opportunity to study, research and evaluate a specialist area within applied sound and interactive media production through a large-scale independent and original creative project, informed by current professional standards.
- Prepare students for appropriate study at postgraduate research level.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and understanding

To PgCert:

In all module students become familiar with the key ideas, techniques, and abilities of the subject specialism under examination. They become able to relate their studies to personal values; to collect and analyse ideas and information from a range of sources and relate those to recognized categories; to contribute effectively to group work tasks such as production, or research teams; to take responsibility, with staff support, for their own learning.

To PgDip:

During semester two or, in the case of part-time students, the second year of study, students are able to control these ideas, techniques and abilities in an increasingly independent fashion, and with an awareness of contradictory methods of work and theories. They have a detailed and diverse knowledge of the subject; can use and evaluate different methods of obtaining and using information; can select appropriate data from varied sources and develop their own criteria and judgements; are able to develop

working relationships of a professional nature within the disciplines of the audio and audio related industries.

During the second semester, or year two, students also identify a personal approach to the ideas and techniques of the subject, and use this as the basis for the large-scale individual projects based on independent activity and research in the major project.

To MA:

Students begin this mode of study with a comprehensive knowledge of the audio industry, and its various sectors, incorporating professional standards of production, with in-depth knowledge in areas of specialisation; are able to apply abstract knowledge and concepts to specific purposes and find innovative solutions to complex problems; can demonstrate leadership and team management skills; can apply critical approaches to information and to their own work; are able to negotiate the scale and scope of the self-directed period of study in a preferred area of specialism.

Specific skills

All modules are core to the programme of study, and deliver a comprehensive spectrum of applied sound and interactive multimedia production opportunities. Depth of learning is built into the programme across years 1 and 2 (Part-time), and Semesters 1 and 2 (Full-time). This reflects the underlying philosophy of the course in addressing issues of convergence, entrepreneurship, and multi-skills / multi tasking.

Specific skills include:

- Professional ability to manage, assemble and independently produced original interactive multimedia project, from concept to completion, which is the summation of the learning of the course, encapsulating production, business & sociological elements.
- Articulation of complex relationships between concept, technology, form, and audience and critical evaluation the creative production and its social context.
- Ability to produce sound driven applications from concept to completion.
- Application of a professional level of specialisation in one or more areas applied sound and interactive media related disciplines.
- Application of industry best practices and techniques of applied sound and interactive media production to a range of linear and interactive media, addressing key research required to satisfy a client brief.
- Effective integration of converging technologies and production disciplines and synthesis of a variety of learner outcomes in the creation of practical work.
- Application of advanced programming skills within the realm of applied sound and multimedia, integrating these techniques with various multimedia output channels.
- Critical examination of project management and financial structures as they operate within the global creative industries. As well as developments of sustainable business plan with a particular emphasis on the interactive multimedia sector

Key transferable skills

In addition to the highly specialised learning outcomes achieved by the end of the course, students will have gained a wider set of experiences that will prove of equal value in the workplace and beyond. Graduates should consequently be able to:

- Demonstrate strong leadership skills through the ability to manage teams and projects.
- Evidence a clear ability to work as part of a team, under separate leadership.
- The ability to work towards stringent deadlines and manage multiple projects in a given time.
- Demonstrate the ability to work towards a given industry brief.
- The ability to cultivate intelligence, think creatively and innovatively.
- Assemble, research and process data from a variety of sources.
- Manage time effectively through CW delivery.
- Self evaluation through reflective practice.
- Problem solving.

Learning, teaching and assessment methods

Teaching and learning on the course are defined to be appropriate to the needs of each module, and strategies for teaching and learning are published in every module handbook. The teaching and learning methods on the course include the following:

Lectures: to present information and act as a springboard for students' research and discussion on a given subject; to build on the assigned readings and explore and examine contextual issues, and present an opportunity to engage with the key themes of the module.

Seminars: to support students' learning on the module through small group discussions of detailed theoretical content, techniques and ideas;

Workshops: small and medium size groups of students develop work in progress tutored by specialist staff; practical demonstrations -small and medium size groups of students attend demonstrations of techniques and technologies with active student participation;

Individual projects: projects devised by students and with outcomes and criteria agreed with a tutor.

Tutorials: one to one contact between a specialist member of academic staff and a student conducting independent research; they aim to support individual research and reflection on issues that are presented through the process of module delivery, and also support practical development.

Independent research: student led project work involving interviews and other external contact and research activity, leading to assessed project work;

Learning contracts: negotiated plans of learning agreed by the module leader to tailor the student's experience of a module or of specified learning outcomes.

Assessment

The practical coursework is assessed through a process of peer group presentation - known as assessment events. These involve students individually, and /or in teams presenting work to their tutors and peers and discussing it. This supports students' ability to present their work in public, and to develop their critical judgement in relation to their own and others' work, through reflective practice. In addition, it promotes a culture within the course which regards the completion, and practical realisation of work within tight deadlines as normal, and acts to improve overall work standards through a benchmarking

process.

Assessment is conducted in the form of assessment events with a combination of summative and formative feedback that is delivered on the module as part of the teaching and learning methods.

Assessment checkpoints are also integrated within the programme of study to ensure student feedback through a summative and integrated process for an enriched student learning experience.

Peer Review

Peer review is a particularly important part of the assessment process with students formally presenting their work to their peer group with feedback being presented by the tutor and group. This presents the student with an opportunity to defend the work under scrutiny, and assess the level of personal input and understanding.

Log Books

Individual logbooks are presented for all practical coursework. This diagnostic tool demonstrates the personal experience and understanding of the student, and is used in conjunction with the peer review presentations to examine individual contribution to group working.

Blackboard tests

Where appropriate, the online learning tests are used as diagnostic tools by module leaders to assess the level of understanding of each student, and are generally set immediately after class delivery either in seminars or lectures. Module leaders then use these tools as an effective measure of individual progress, and the effectiveness of teaching delivery. Individual tutorials are set to address any arising problems.

Assessment Procedures

Details of the assessment methods and criteria for each part of the coursework, the schedule of coursework assignments, including methods and dates of submission, coursework return and tutor feedback deadlines are either provided in the module handbook.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
2mus7h5	Applied Innovation and Interactive Design (<i>Shared MA Audio</i>)	Core	20	10
TBC	Sonic Composition for Interactive Media	Core	20	10
TBC	Sound Design for Mobile Devices	Core	20	10
TBC	Applied Sound for Interactive Games	Core	20	10
TBC	Music Technology and AV Design for Live Performance	Core	20	10
TBC	Entrepreneurship and Project Management for Creative Industries (<i>Shared MA Audio</i>)	Core	20	10
TBC	Major Project	Core	60	30

- Award of Postgraduate (PG) Certificate available: 60 credits minimum.
- Award of Postgraduate (PG) Diploma available: 120 credits.
- Award of Masters degree: 180 credits.

Course Diagram

MA Applied Sound for Interactive Media

Applied Innovation and Interactive Design <i>(Shared MA Audio)</i>	Sonic Composition for Interactive Media	Sound Design for Mobile Devices	Applied Sound for Interactive Games	Music Technology and AV Design for Live Performance	Major Project
<i>20 credits</i>	<i>20 credits</i>	<i>20 credits</i>	<i>20 credits</i>	<i>20 credits</i>	<i>60 credits</i>
<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 2</i>	<i>Semester 2</i>
Entrepreneurship and Project Management for Creative Industries <i>(Shared MA Audio)</i> <i>20 Credits</i> <i>Semester 1 & 2 (Long thin)</i>					

Academic regulations

The MA Applied Sound for Interactive Media and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at www.westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 18: Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at www.westminster.ac.uk/academic-regulations.

Award

To qualify for the award of MA Applied Sound for Interactive Media, a student must have:

- obtained a minimum of 180 credits at Level 7 (this may include a maximum of 30 credits at Level 6 where validated as part of the award);
 - attempted modules worth no more than 240 credits; and
- A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.
- Satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- A Masters Degree with Merit to a student whose marks average at least 60% across modules at Level 7.

- A Masters Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the School Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their School. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their School. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

Reference points for the course

Internally

The University of Westminster has a learning resource centre based at the Harrow Campus and a network of three site libraries in central London

These services are managed by ISLS (Information Services and Library Services). Across its four sites, it holds 420,000 volumes, 2,500 journal subscriptions and numerous electronic resources including databases, e-journals, CD-ROMs, DVDs, Audio CDs and internet links.

Study space All libraries have space for quiet study, and Marylebone Library and Harrow Learning Resources Centre (LRC) also have group study areas.

Harrow LRC also has meeting rooms that can be booked for project work or group viewing and listening.

Students may use any of these services. The library which supports the School of Media Arts and Design is based at Harrow.

When you enroll you will be given a card which acts as your multi purpose University card, (ID, swipe and library card). New students should present their ID cards to a member of library staff at the library counter who will validate the ID card on the library system.

Quality management and enhancement

Course management

The MA in Applied Sound for Interactive Media is taught within the University of Westminster's Department of Commercial Music Centre of excellence. The management structure supporting the course is as follows:

Savraj Matharu, course leader responsible for day-to-day running and overall management of the course and development of the curriculum.

Contact: Savraj Matharu

Office AG.23

Email: s.matharu@wmin.ac.uk

Extension: TBC

Alan Fisher, Head of Department, holds academic responsibility for the course, and for the other courses run by the Department within the School of Media, Arts & Design.

The Course Leader, Savraj Matharu will be responsible for:

- Admissions
- Approving students' programme of study
- Organisation of tutorial and supervisory support and pastoral care
- Co-ordination of Critical evaluationsupervision
- Co-ordination of marks for assessment boards
- General management of the course
- Industry feedback
- Progression, development and further enhancement of curriculum programme.

Further details will be provided at the Induction Session.

Course Team

The **Course Team** reviews and develops the course and sets the framework for the above procedures, in which all members of course team participate.

Savraj Matharu Course Leader s.matharu@wmin.ac.uk

Matej Dimlic Module Leade: dimlicm@wmin.ac.uk

Mike Exarchos Module Leader: M.Exarchos01@westminster.ac.uk

Module leaders oversee the delivery of all aspects of the module(s) they are responsible for. They consult students on matters relevant to their module as well as deliver teaching and leveraging the student experience.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2013. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Schools' quality assurance evidence base.

For more information about this course: <http://www.westminster.ac.uk/courses/subjects/music/postgraduate-courses/full-time/p09fpasm-applied-sound-for-interactive-media-ma>

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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